

REVISED – APRIL 5, 2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover SheetType of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12Name of Principal Dr. Thomas Dewing

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Thomas Dooley Elementary School

(As it should appear in the official records)

School Mailing Address 622 Norwood Lane

(If address is P.O. Box, also include street address)

Schaumburg, Illinois 60193-2640

City

State

Zip Code+4 (9 digits total)

County Cook School Code Number* 016-0540-2009Telephone (847) 301-2116 Fax (847) 301-9196Website/URL http://www.sd54.org/schools/dooley E-mail ThomasDewing@sd54.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Edward F. Rafferty

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Schaumburg Community Consolidated School District 54 Tel. (847) 885-6700

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Barbara J. Hengels

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

*Private Schools: If the information requested is not applicable, write N/A in the space.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 22 Elementary schools
 Middle schools
 5 Junior high schools
 High schools
 Other

 27 TOTAL

2. District Per Pupil Expenditure: \$9,822 (FY 2005)

Average State Per Pupil Expenditure: \$8,482 (FY 2003)

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 8 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|---|------------|--------------|-------------|-------|------------|--------------|-------------|
| PreK | | | | 7 | | | |
| K | 34 | 24 | 58 | 8 | | | |
| 1 | 35 | 28 | 63 | 9 | | | |
| 2 | 39 | 25 | 64 | 10 | | | |
| 3 | 40 | 35 | 75 | 11 | | | |
| 4 | 30 | 27 | 57 | 12 | | | |
| 5 | 35 | 26 | 61 | Other | | | |
| 6 | 35 | 19 | 54 | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 432 |

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|--------------------------------|
| <u>60</u> % | White |
| <u>4</u> % | Black or African American |
| <u>3</u> % | Hispanic or Latino |
| <u>33</u> % | Asian/Pacific Islander |
| <u> </u> % | American Indian/Alaskan Native |
| 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 11%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

| | | |
|-----|--|------|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year. | 22 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 24 |
| (3) | Subtotal of all transferred students [sum of rows (1) and (2)] | 46 |
| (4) | Total number of students in the school as of October 1 | 432 |
| (5) | Subtotal in row (3) divided by total in row (4) | 0.11 |
| (6) | Amount in row (5) multiplied by 100 | 11 |

8. Limited English Proficient students in the school: 24%
103 Total Number Limited English Proficient

Number of languages represented: 28

Specify languages: English, Spanish, Greek, Italian, Polish, German, Serbian, Korean, Pilipino (Tagalog), Arabic, Japanese, Cantonese (Chinese), Assyrian (Syriac, Aramaic), Dutch/Flemish, Mandarin (Chinese), Turkish, Urdu, Gujarati, Slovak, Taiwanese/Formosan/Min Nan (Chinese), Bulgarian, Malayalam, Marathi, Tamil, Akan (Fante, Asante, TWI), Shanghai (Chinese), Bosnian, Albanian/Tosk (Albania)

9. Students eligible for free/reduced-priced meals: 4%

Total number students who qualify: 16

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 13%
55 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

| | |
|----------------------------------|--|
| <u>5</u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>12</u> Specific Learning Disability |
| <u>7</u> Emotional Disturbance | <u>28</u> Speech or Language Impairment |
| <u> </u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u>2</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u> </u> Multiple Disabilities | <u>3</u> 504 Plans |

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

| | <u>Full-time</u> | <u>Part-Time</u> |
|---------------------------------------|-------------------------|-------------------------|
| Administrator(s) | <u>1</u> | <u>0</u> |
| Classroom teachers | <u>20</u> | <u>0</u> |
| Special resource teachers/specialists | <u>9</u> | <u>1</u> |
| Paraprofessionals | <u>10</u> | <u>5</u> |
| Support staff | <u>3</u> | <u>1</u> |
| Total number | <u>43</u> | <u>7</u> |

12. Average school student-“classroom teacher” ratio: 21:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

| | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96% | 96% | 96% | 96% | 96% |
| Daily teacher attendance | 92% | 93% | 93% | 96% | 96% |
| Teacher turnover rate | 17% | 10% | 19% | 9% | 15% |
| Student dropout rate (middle/high) | % | % | % | % | % |
| Student drop-off rate (high school) | % | % | % | % | % |

PART III - SUMMARY

The Dr. Thomas Dooley School community is focused on creating a home for the mind to meet its mission of preparing children for the challenges of the 21st century. The staff has dedicated itself to providing a rich and meaningful learning experience for all students and attaining its mission of being a community-based education center dedicated to the academic, emotional and physical development of all of its children.

Dooley is a kindergarten through sixth grade school in southwest Schaumburg, Illinois, located 25 miles west of Chicago. The population of 432 students is comprised of 248 boys and 184 girls who create a culturally, economically and geographically diverse school community with 40 percent of our students from minority backgrounds, 21 cultural ethnicities represented and 24 percent of our students who are considered Limited English Proficient. The Dooley community is proud of its diversity as the richness creates a culture of awareness of differences and acceptance for each and every student.

More than 55 percent of our students come to Dooley from other schools in District 54 for special programs. Dooley welcomes students involved in the Japanese bilingual program and the Japanese-English Dual-Language program. Dooley also serves students in the district's gifted magnet program, as well as students with diagnosed learning disabilities and emotional constraints. Students from the Dooley boundary area and other students involved in the dual-language program are invited to participate in the Early Instrumental Music program. In this academically integrated program students, beginning in kindergarten, are instructed in violin during the school day with special repertoire groups after school.

Educated and encouraging staff and volunteers serve the students in and out of the classroom. Philosophies, such as best practices and strategic learning, have guided our teachers to provide rich and engaging learning environments for our diverse population. Dooley provides a wide range of educational support services, assisting students who have learning, behavioral/emotional, physical, orthopedic, speech, language development and hearing needs and difficulties. Students help each other to reach their educational goals through lunchtime tutor clubs, after-school homework clubs, a buddy system between older and younger students, the Magic Mondays Social Club, the Six-Minute Art Contest and one-to-one peer tutoring.

Dooley has a high level of parental and community involvement, with more than 40 different active parent groups last year. Our PTA provides a wide variety of programs, which support our school mission and the policies of the District 54 Board of Education. These activities resulted in thousands of hours of volunteer time dedicated to extending and enriching the school's educational culture. Volunteer speakers, readers, presenters and assistants from businesses and community groups have enriched our learning environment for all of our students.

Dooley extends each student's learning opportunities by offering a number of other programs designed to develop well-rounded students who will become good citizens. Students in first through sixth grade are taught the democratic process through the Student Council. Student Council reaches out to the community through special projects, including fund-raising for cancer patients, food for distressed families, and projects for a local nursing and rehabilitation facility. Character Counts and I CARE character education programs are integrated into the daily instruction and through special assemblies and one-to-one encouragement. Dooley also offers a number of after-school enrichment programs, including a strategy club, chess instruction, a traveling marimba ensemble, a Japanese chorus and a drawing group.

Driven by the Illinois Learning Standards, the District 54 Board Goals, the implementation of best practices and a sincere interest in providing a meaningful learning experience, the curriculum and instruction at Dooley reflects our commitment to providing a quality education for all students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Dooley School's Assessment Results Description

Every student at Dooley participates in state, national and school assessments. Dooley students achieve at high levels on all areas of these assessments. Students in grades three and five have taken the Illinois Standards Achievement Test (ISAT) reading, mathematics and writing tests. Students in grade four have taken the ISAT science and social studies tests. The ISAT was first administrated in its current form during the 1998-99 school year. The tables at the end of this application show the percentages of student scores in each of four ISAT performance levels: Academic Warning, Below Standards, Meets Standards and Exceeds Standards. ISAT results indicate that Dooley students as a whole outperform students from throughout District 54 and the state (based on test score averages). More information about the ISAT can be found at www.isbe.net.

For the past five years the number of Dooley students meeting or exceeding state standards on all state tests has increased by 7 percent. In 2000, 80 percent of Dooley students met or exceeded state standards. A slight decrease occurred in 2002 when 74.5 percent of the students met or exceeded standards, but rose again to 80.6 percent of students in 2003 and 85.9 percent of students in 2004 meeting or exceeding standards.

In 2000, 80 percent of the third-graders met or exceeded reading standards on the ISAT. For the year 2002, 84 percent of Dooley third-graders were meeting or exceeding standards in reading with subsequent years seeing an increase to 88.2 percent in 2004. Fifth-grade reading scores followed a somewhat similar pattern with 68 percent of students meeting or exceeding state standards in 2002, followed by 83.3 percent in 2003 and 87.7 percent in 2004.

Writing improvement proved to be even more dramatic in viewing the last three-year period. In 2002, 65.2 percent of third-graders and 58.2 percent of fifth-graders met or exceeded state standards. By 2004, 76.5 percent of third-graders and 89.6 percent of fifth-graders met or exceeded state standards, a 54 percent increase in scores for the fifth grade.

ISAT math scores have also steadily increased over the five-year period. About 82 percent of third-graders met or exceeded math standards on the ISAT in 2000. Growth was seen in 2000 and 2001 with 94 percent of students meeting or exceeding standards, followed by 95.3 percent in 2003 and 98.1 percent in 2004 (with 60.8 percent of those students exceeding). At the fifth-grade level, 84 percent of students met or exceeded standards in 2002, 94.5 percent in 2003 and 91.9 percent in 2004.

The culmination of these increases has improved the school's rank in the district, based on ISAT scores. In 2002 Dooley was 12th out of the 22 elementary schools in District 54. The school placed ninth in 2003 and second in 2004.

Dooley also administers the Terra Nova test to second-grade students. In 2004, 30 percent of second-graders at Dooley scored at the 85 percentile or above in reading and 42 percent scored at the 85 percentile or above in math. These scores have also shown a steady increase.

Many subgroups have also posted increasing results. One sizable group, the students with Individual Educational Plans (IEPs), has shown significant growth. In 2000 only 33.3 percent of third-grade students with IEPs met or exceeded state reading standards. By 2002, 55.6 percent of these students met or exceeded reading standards, followed by 70 percent in 2004.

For the same group, tremendous growth was seen in math. In 2000, 50 percent of these students met math standards. In 2002, 66.7 percent of the students met or exceeded standards, followed by 83.3 percent in 2003. In 2004, 100 percent of Dooley's third-grade students with IEPs met or exceeded state math standards.

2. How Dooley School Uses Assessment Data to Understand and Improve Performance

Data reflection is the force behind all school improvement decisions at Dooley. Staff, students and community members work as a team to review and compare yearly school assessment results. The community is a partner in the analysis through the School Leadership Team and PTA.

The data analysis of the current and past formal and informal assessments is used as a guide to understanding and communicating trends. The formal assessments consist of the Illinois Standards Achievement Test (ISAT), the Terra Nova test and the Illinois Measure of Annual Growth in English (IMAGE) test. The informal assessments consist of the Illinois Learning Standards (Performance Descriptors), reading and writing strategies, classroom pedagogy action steps, culture and diversity awareness, differentiation strategies, Character Counts, and student and staff portfolios. The curriculum is based on the data collection of these assessments and is aligned with state standards. Involvement among students and classroom teachers increases the ownership of school improvement goals. Students and teachers use technology (such as computers in primary classrooms and laptop computers for every intermediate student) to assist them in understanding their performance and reaching new milestones.

The principal uses the Interactive Illinois Report Card (IIRC) to access school, district and state data related to school performance based on No Child Left Behind (NCLB). This report card also provides trend information for school, grade level, class, subgroups and individual students. Dooley can compare test results to other schools with like demographics to benchmark effective programs and best practices. The District 54 administration, School Leadership Team (SLT) and staff monitor targeted progress toward yearly goals, which lead to the improvement of student and school performance. Dooley shares the School Improvement Plan with its community and aligns its weekly staff development program to the plan.

3. How Dooley School Communicates Student Performance

At the start of the year, teachers share assessment criteria and state learning standards during Curriculum Night. Individual student performance is shared with parents through report cards three times a year and progress reports halfway through each grading period. Students also share their progress through student-led conferences. At the conference, the teacher shares the formal and informal assessment information with the student and his parents. This communication helps the student set goals and create specific action steps to improve performance.

For daily communication, parents receive the voicemail numbers of all teachers. Parents are also informed through daily assignments notebooks, which have a section where teachers can comment on specific skills. Weekly classroom and school newsletters are posted the web site and hard copies are sent home. Classroom and school web pages also share curricular activities and special events.

The principal meets monthly with the PTA, which includes Japanese parents, to discuss student performance and school goals. The principal and teachers also provide opportunities for parents to raise concerns or express opinions through regularly scheduled, informal meetings. Dooley highlights its programs and practices through two districtwide programs – the Open Enrollment Fair and the Best of District 54 Fair. The school has also been featured in local newspapers.

The State School Report Card is available on the district and school web site and sent home with all students. This school report card shares information about the academic achievement results data from state assessments, as well as demographic, financial and instructional information about the school, district and state. The local newspapers publish all of this data. The principal provides an overview of the report card at PTA and staff meetings. This overview helps expand parent understanding of the data reported. Teachers distribute to parents and discuss individual reports of student's scores on assessments during the fall conference. Communication is at the heart of Dooley.

4. How Dooley School Shares its Successes

Dooley teachers share the school's success by continuing their calling as teachers of teachers. Dooley educators cumulatively have presented to thousands of teachers from schools in more than 20 states at inservices and conferences, including those sponsored by the Association for Supervision and Curriculum Development (ASCD), the Illinois Science Teachers Association (ISTA), the Illinois Association for Gifted Children (IAGC) and other state conferences, such as the Kentucky Learning Conference. They have also taught numerous graduate-level classes at universities and colleges.

After attending a presentation by four Dooley staff members in San Francisco, a district in Massachusetts sent seven individuals to observe a model of instruction Dooley had created. The school implemented the model with success and invited two Dooley staff members to speak to their staff.

Dooley staff members have been nominated for and honored with many citations, awards and recognitions for exemplary service, including the Golden Apple Award, Illinois Teacher of the Year Award and the district's own Above and Beyond Award. *The Video Journal*, an instructional series of tapes on various educational topics, highlighted a Dooley educator for work with inquiry-based instruction. This video set was shared with hundreds of other educators.

Staff members have published in various journals and worked with assessment companies (including Riverside Publishing and Psychological Corporation for test development, Scott Foresman for development of a math program and Sunburst, Inc. for a thinking skills kit). As a District 54 school of choice and with various district programs, Dooley welcomes hundreds of visitors during the year, learning from them as well as sharing best practices.

These examples show that Dooley educators are committed to sharing and will continue to share the concepts, best practices and pedagogical strategies which have helped Dooley student succeed. Other educators, parents and community members are invited to observe, and share the ideas and materials that Dooley has found to be successful. It is in sharing and giving to others that Dooley can continue to grow from a good school to a great place for learning.

PART V – CURRICULUM AND INSTRUCTION

1. Dooley School's Curriculum

Language arts instruction is evident in all curricular areas at Dooley, including the fine arts. The balanced literacy program ensures that each student will find success at a level that is appropriate to his current ability while still encouraging development as a reader, writer, listener and speaker. Students become familiar with a variety of genres, styles and eras through their guided reading instruction.

Teachers assess a student's fluency and comprehension while conferencing during self-selected reading time. Word study helps students develop and use their language. Writing with purpose throughout their academic day provides students an opportunity to use the writing process skills and to include all elements of the balanced literacy program. Primary and intermediate students have access to a full range of technological tools to assist them on their journey toward becoming lifelong readers and authors. Intermediate students have the added benefit of having personal laptop computers available to each student for use at school and at home.

The mathematics curriculum is based on the University of Chicago's *Everyday Mathematics* program. Teachers guide students in problem-solving and formulating critical thinking skills. Students become proficient at using and applying number sense, estimation and measurement, algebra, geometry and data analysis, as directed by the Illinois State Learning Standards. Other tools to encourage mathematical understanding include exemplars, hands-on equations and problem-solving for grade level. Students with IEPs are provided small group, direct instruction from the *Connecting Math Concepts* program by SRA. All of Dooley's math instruction is manipulative rich, and uses written and spoken language as a tool for understanding.

Dooley's science curriculum is an inquiry-based, hands-on learning experience. Students are engaged in the work of a scientist; generating questions, conducting experiments and solving problems. The young scientists at Dooley tackle scientific questions, make temperature predictions in kindergarten, design experiments with isopods at third grade and participate in an actual dissection of a sheep's heart comparing it to the human heart in sixth grade. This curriculum is based on engagement, exploration, explanation, elaboration and evaluation. Students continue to develop their abilities to work cooperatively with others as they are taught that collaboration of ideas, along with accountability and responsibility, are essential to scientific progress. Students repeatedly come to identify fundamental concepts and principles of science, making connections to their daily lives.

The social studies curriculum provides students with opportunities to understand historical, geographical, economic and political components of the United States and the world. Text materials, as well as artifacts and manipulatives, provide highly engaging explorations that encourage the study of cultural universals in the context of real world social science work. In addition, students use technology to access current information and make connections to the world outside their classroom. A primary student has the chance to become invested in the journey to America as a pilgrim while an intermediate student can explore the anxieties of being a safe house along the Underground Railroad. Dooley provides students with background information, as well as connections to various experiences, that can later be related to historical, political and economic events.

The fine arts and foreign language instruction at Dooley add to the cultural knowledge and skills of the entire community. All students participate in vocal music and visual art classes. Band and orchestra are available to intermediate students. In addition, Dooley offers an Early Instrumental Music program that begins at kindergarten and teaches the Suzuki violin method. Students at Dooley learn Japanese in either a dual-language setting or in regular instructional periods each week.

2a. Dooley School's Reading Curriculum

Dooley is in its seventh year of implementing a balanced literacy program. The district adopted series, Houghton Mifflin, is one vehicle for delivering instruction. While this series was selected by a rigorous process of district and building study, Dooley staff members have invested time in studying how to use a variety of materials in a true balanced literacy model. The Dooley program lends itself to the staff's belief that reading instruction must focus on many aspects of literacy including guided and independent self-selected reading, as well as purposeful writing and word work.

At least 120 minutes each day are spent in direct literacy instruction. While this decision emphasizes the belief that reading is the most essential curricular area, the balanced literacy program allows teachers to provide interesting ways to make connections to other curricular areas. In addition, it provides teachers the time and opportunity to meet the needs of diverse learners in their classrooms. Guided reading lessons target large and small group strategy instruction.

In the self-selected sessions, teachers conference with students, assessing their skills and making connections with them as readers. Writing sessions spotlight mini-lessons. All students are exposed to an element of writing each day. Students share their writing with their peers, improving their skills and getting feedback from an authentic audience. Teachers use novel studies, tradebooks, periodicals and online resources to provide multiple texts for students. This balanced approach provides literacy instruction throughout the school day.

3. Dooley School's Math Curriculum

The University of Chicago *Everyday Math* program is the primary resource for mathematics instruction at Dooley. Students become familiar with the cyclical nature, common vocabulary and general format of the program to ensure the most effective transition from grade level to grade level possible.

Dooley's mission is to help students develop as thinking, reasoning learners. The math program does that through its emphasis on problem-solving, computational skill, teamwork and data analysis. Students are engaged in active, collaborative work, using manipulatives and technology to collect data, perform calculations and devise multiple solutions to problems.

Work in mathematics does not rely completely on this resource, however. Math exemplars provide excursions into real-world mathematics problems and entice students to apply their math knowledge and skills in new areas.

In addition, students are introduced to hands-on equations that encourage and support algebraic thinking and problem-solving at an early age. Students who struggle with mathematics concepts are supported in small groups using the Connecting Math Concepts program.

All instruction in math is language rich. Student oral language skills are enhanced as teachers prompt them to explain the process they used to arrive at the solution. In addition, written explanations are required, enhancing literacy skills and communication in mathematicians. Science instruction is connected directly to mathematics instruction at Dooley, as students and teachers apply the data collected in science to math problems. Music and art teachers also understand the power of mathematical thinking and help students connect their math knowledge to painting and musical composition. Mathematics learning is woven into many aspects of Dooley's curriculum.

4. Dooley School's Instructional Methods Used to Improve Student Learning

Diverse student needs require Dooley teachers to use a great range of instructional strategies and tools. The staff at Dooley continues to investigate alternative ways to impact student learning.

Mindful of the varying styles of individuals, the Dooley staff teaches accordingly, using techniques for all learners. Dooley teachers are aware that professional pedagogical toolboxes must include a wide array of strategies, such as flexible grouping, drama techniques, musical tools, visualization, cooperative grouping, peer tutoring, mentoring and a range of conference techniques.

It is imperative to the staff that they continue to develop and share new and effective methods of teaching. Lessons are designed with the knowledge that students receive and process information differently. Classroom teachers consider the needs of children who are auditory, visual and kinesthetic learners. Modifications are made to assist in remediation for those students who are at-risk, and enrichment is provided for students who can benefit from extending concepts.

Assignments are modified on a daily basis. Tiered assignments, a menu of choices, and self and peer assessments are part of the instructional model. Dooley staff provide research-based assistance to readers whose standardized test scores identify literacy deficits. The Reading Improvement Programs, Early Success for first- through second-graders and SOAR to Success for third- through fifth-graders, organize students in small groups and focus on specific strategies and skills.

Reading and Writing Buddies, both multi-aged and same grade, are also a constant presence at Dooley, not only assisting varied levels of readers and writers, but contributing to the atmosphere of the school community. Students at Dooley are encouraged to learn cooperatively, as well as independently, with full group instruction and self selected and directed projects.

5. Dooley School's Professional Development Program and Impact on Improving Achievement

Dooley's professional staff development program is aligned with its School Improvement Plan, a three-year plan developed by the entire staff. Dooley's current goals include enhancing each student's writing abilities and fostering a sense of community by creating an atmosphere where learning is meaningful and risk-taking is safe. The School Leadership Team is responsible for supporting the continued education of the 50 staff members on the latest and most effective teaching strategies and philosophies. The team strives to promote all staff members as staff developers, encouraging and using each human resource in the building. The leadership team consists of five staff members, the principal and the instructional coordinator, each representing a different grade level and/or voice.

The team plans weekly 90-minute staff development workshops with topics ranging from delivering a well-balanced literacy program within each classroom to integrating the latest technology throughout all grade levels. Aside from the weekly workshop, the School Leadership Team is also responsible for planning and carrying out inservices and measuring progress toward the goals of the School Improvement Plan. The principal, classroom teachers, child study team, instructional coordinator, technology facilitator and other Dooley staff members all contribute toward making the staff development programs meaningful opportunities for the entire staff to observe and model.

The Dooley staff has created and utilized a partnership with community professionals, developed a cognitive coaching program, and implemented "mini" colleges, to provide a variety of educational opportunities. Each year, members of the staff attend professional seminars and workshops, returning to the school community to share knowledge and skills with parents, teachers and students. Often, Dooley teachers lead district-level workshops and facilitate professional learning communities. Each year, Dooley staff members read professional literature together, network on classroom applications and form lesson study groups to perfect their skills. The School Leadership Team designs professional development activities dedicated to making an impact on improving student achievement through enriching opportunities for staff.

State Criterion-Referenced Test

Subject: Reading

Grade: 3

Test: Illinois Standards Achievement Test

Edition/publication year: Yearly

Publisher: State of Illinois

| | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | March | March | April | April | February |
| SCHOOL SCORES | | | | | |
| Meets Standards | 88.2% | 79.0% | 84.0% | 73.0% | 80.0% |
| Exceeds Standards | 39.2% | 39.5% | 41.0% | 25.0% | 33.0% |
| Number of students tested | 51 | 45 | 46 | 45 | 47 |
| Percent of total students tested | 100% | 100% | 100% | 100% | 100% |
| Number of students alternatively assessed | 9 | 6 | 2 | 0 | 0 |
| Percent of students alternatively assessed | 100% | 100% | 100% | * | * |
| SUBGROUP SCORES | | | | | |
| 1. IEP Subgroup | | | | | |
| Meets Standards | 70.0% | 33.3% | 55.6% | 36.4% | 33.3% |
| Exceeds Standards | 30.0% | 16.7% | 22.2% | 9.1% | 0.0% |
| Number of students tested | 10 | 12 | 9 | 11 | 6 |
| 2. LEP Subgroup | | | | | |
| Meets Standards | 55.6% | 50.0% | 20.0% | * | * |
| Exceeds Standards | 22.2% | 33.0% | 0.0% | * | * |
| Number of students tested | 9 | 6 | 5 | 0 | 0 |
| 3. White Non-Hispanic | | | | | |
| Meets Standards | 88.1% | 77.8% | 85.0% | 74.3% | 77.8% |
| Exceeds Standards | 33.3% | 33.3% | 42.5% | 22.9% | 33.3% |
| Number of students tested | 42 | 36 | 40 | 35 | 36 |
| 4. Asian/Pacific Islander | | | | | |
| Meets Standards | 73.3% | 72.7% | 50.0% | 80.0% | 100% |
| Exceeds Standards | 46.7% | 54.5% | 10.0% | 60.0% | 71.4% |
| Number of students tested | 15 | 11 | 10 | 5 | 7 |
| STATE SCORES | | | | | |
| Meets Standards | 65.1% | 62.0% | 63.0% | 62.0% | 62.0% |
| Exceeds Standards | 22.7% | 21.9% | 19.0% | 19.0% | 21.0% |

State Criterion-Referenced Test

Subject: Math

Grade: 3

Test: Illinois Standards Achievement Test

Edition/publication year: Yearly

Publisher: State of Illinois

| | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | March | March | April | April | February |
| SCHOOL SCORES | | | | | |
| Meets Standards | 98.1% | 95.3% | 94.0% | 94.0% | 82.0% |
| Exceeds Standards | 60.8% | 55.8% | 48.0% | 38.0% | 39.0% |
| Number of students tested | 51 | 45 | 46 | 45 | 47 |
| Percent of total students tested | 100% | 100% | 100% | 100% | 100% |
| Number of students alternatively assessed | 9 | 6 | 2 | 0 | 0 |
| Percent of students alternatively assessed | 100% | 100% | 100% | * | * |
| SUBGROUP SCORES | | | | | |
| 1. IEP Subgroup | | | | | |
| Meets Standards | 100% | 83.3% | 66.7% | 81.8% | 50.0% |
| Exceeds Standards | 60.0% | 25.0% | 44.4% | 18.2% | 16.7% |
| Number of students tested | 10 | 12 | 9 | 11 | 6 |
| 2. LEP Subgroup | | | | | |
| Meets Standards | 88.9% | 100% | 100% | * | * |
| Exceeds Standards | 22.2% | 16.7% | 0.0% | * | * |
| Number of students tested | 9 | 6 | 5 | 0 | 0 |
| 3. White Non-Hispanic | | | | | |
| Meets Standards | 97.6% | 97.2% | 92.5% | 97.1% | 80.6% |
| Exceeds Standards | 59.5% | 50.0% | 45.0% | 37.1% | 30.6% |
| Number of students tested | 42 | 36 | 40 | 35 | 36 |
| 4. Asian/Pacific Islander | | | | | |
| Meets Standards | 100% | 100% | 100% | 80.0% | 100.0% |
| Exceeds Standards | 46.7% | 54.5% | 30.0% | 80.0% | 85.7% |
| Number of students tested | 15 | 11 | 10 | 5 | 7 |
| STATE SCORES | | | | | |
| Meets Standards | 79.1% | 75.7% | 74.0% | 74.0% | 69.0% |
| Exceeds Standards | 33.0% | 31.1% | 30.0% | 28.0% | 23.0% |

State Criterion-Referenced Test

Subject: Reading

Grade: 5

Test: Illinois Standards Achievement Test

Edition/publication year: Yearly

Publisher: State of Illinois

| | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | March | March | April | April | February |
| SCHOOL SCORES | | | | | |
| Meets Standards | 87.7% | 83.3% | 68.0% | 79.0% | 89.0% |
| Exceeds Standards | 57.1% | 48.1% | 38.0% | 33.0% | 42.0% |
| Number of students tested | 49 | 55 | 67 | 47 | 44 |
| Percent of total students tested | 100% | 100% | 100% | 100% | 100% |
| Number of students alternatively assessed | 6 | 2 | 2 | 0 | 1 |
| Percent of students alternatively assessed | 100% | 100% | 100% | * | 100% |
| | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. IEP Subgroup | | | | | |
| Meets Standards | 62.5% | 30.0% | 14.3% | 33.3% | * |
| Exceeds Standards | 25.0% | 20.0% | 0.0% | 22.2% | * |
| Number of students tested | 8 | 10 | 14 | 9 | 2 |
| 2. LEP Subgroup | | | | | |
| Meets Standards | 33.0% | * | 80.0% | * | * |
| Exceeds Standards | 0.0% | * | 40.0% | * | * |
| Number of students tested | 6 | 3 | 5 | 0 | 0 |
| 3. White Non-Hispanic | | | | | |
| Meets Standards | 87.8% | 89.2% | 70.8% | 79.4% | 85.3% |
| Exceeds Standards | 56.1% | 45.9% | 37.5% | 32.4% | 38.2% |
| Number of students tested | 41 | 37 | 48 | 34 | 34 |
| 4. Asian/Pacific Islander | | | | | |
| Meets Standards | 66.7% | 76.9% | 81.3% | 71.4% | 87.5% |
| Exceeds Standards | 41.7% | 69.2% | 56.3% | 71.4% | 50.0% |
| Number of students tested | 12 | 13 | 16 | 7 | 8 |
| | | | | | |
| STATE SCORES | | | | | |
| Meets Standards | 60.9% | 60.4% | 59.0% | 59.0% | 59.0% |
| Exceeds Standards | 25.0% | 23.1% | 22.0% | 25.0% | 20.0% |

State Criterion-Referenced Test

Subject: Math

Grade: 5

Test: Illinois Standards Achievement Test

Edition/publication year: Yearly

Publisher: State of Illinois

| | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | March | March | April | April | February |
| SCHOOL SCORES | | | | | |
| Meets Standards | 91.9% | 94.5% | 84.0% | 80.0% | 80.0% |
| Exceeds Standards | 42.9% | 35.2% | 32.0% | 23.0% | 38.0% |
| Number of students tested | 49 | 55 | 67 | 47 | 44 |
| Percent of total students tested | 100% | 100% | 100% | 100% | 100% |
| Number of students alternatively assessed | 6 | 2 | 2 | 0 | 1 |
| Percent of students alternatively assessed | 100% | 100% | 100% | * | 100% |
| | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. IEP Subgroup | | | | | |
| Meets Standards | 75.0% | 70.0% | 64.3% | 44.4% | * |
| Exceeds Standards | 25.0% | 10.0% | 0.0% | 0.0% | * |
| Number of students tested | 8 | 10 | 14 | 9 | 2 |
| 2. LEP Subgroup | | | | | |
| Meets Standards | 83.3% | * | 80.0% | * | * |
| Exceeds Standards | 16.7% | * | 20.0% | * | * |
| Number of students tested | 6 | 3 | 5 | 0 | 0 |
| 3. White Non-Hispanic | | | | | |
| Meets Standards | 92.7% | 94.6% | 85.4% | 76.5% | 73.5% |
| Exceeds Standards | 36.6% | 27.0% | 29.2% | 20.6% | 29.4% |
| Number of students tested | 41 | 37 | 48 | 34 | 34 |
| 4. Asian/Pacific Islander | | | | | |
| Meets Standards | 91.7% | 100.0% | 93.8% | 71.4% | 87.5% |
| Exceeds Standards | 58.3% | 69.2% | 50.0% | 0.0% | 62.5% |
| Number of students tested | 12 | 13 | 16 | 7 | 8 |
| | | | | | |
| STATE SCORES | | | | | |
| Meets Standards | 71.8% | 68.3% | 63.0% | 79.0% | 57.0% |
| Exceeds Standards | 12.0% | 9.7% | 8.0% | 6.0% | 5.0% |